

Programme 112.†

L<sub>3</sub>

(September to December, 1928,  
(January to March, 1929, overseas.)

## Parents' National Educational Union.

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### The Parents' Union School.

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(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : " *I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLLET.)

#### FORM III.

PUPILS' NAMES .....

#### Bible Lessons.

The Bible text must be read and narrated.

*Old Testament History*,\* by J. M. Hardwich and the Rev.  
H. Costley-White, D.D. (Murray, 3/6), Vol. I., pp.  
100-188. (Selections from *Genesis*, chapters 37-50, and  
*Exodus*, 1-15).

*The Acts*, chapters 14-17 inclusive. Read from *The Acts  
of the Apostles*, by E. M. Knox (Macmillan, 4/6), pp.  
208-278.

*The Saviour of the World*,\* Vol. VI. (P.N.E.U. Office,  
3/-), pp. 1-55, with Bible passages from index.

Optional : (a) *S.P.C.K. Bible Atlas* (1/-). (b) *Historical  
Geography of the Holy Land*, by S. R. Macphail  
(Clark, 1/-), pp. 40-72. (c) *Helps to the Study of  
the Bible* (Oxford Press, 3/6).

For Sunday Reading (optional) :

(a) *Heroes and Writers of the Book of Common Prayer*,  
by G. M. Forde (S.P.C.K., 3/6). (b) *How to read the  
Bible*, by Dr. J. Paterson Smyth (Sampson Low, 2/-),  
Parts I. and II., chapters 1-3, inclusive. (c) *The Fire-  
brand of the Indies (Xavier)*, by E. K. Seth Smith  
(S.P.C.K., 2/6).

† The 112th term of work set since the Parents' Union School began.



### Sunday Occupations:

A Book of Centuries.

Choose and inscribe texts and mottoes, using "Bridges" writing, cards 6 or 9. Make Christmas cards with beautiful lettering and designs.

For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1d. each, 1928). Hymns: *Songs of Praise* (Oxford Press, 2/6 or 6d.). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6).

### Writing.

*A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card), teacher to study instructions (6d.); work from card 6. Choose and transcribe passages from *As You Like It*, and other books set.

### Dictation (*A New Handwriting* to be used).

Two or three pages or a passage (to be prepared first) from a newspaper, or, from the prose and poetry set for reading; words not known to be visualized (see *Home Education*, pp. 240-243); a paragraph to be then dictated.

### Composition. (Oral or written narration each day, see leaflet H.)

Write, in verse or prose, on (a) some subject under Citizenship or Literature taken from the Programme, (b) the news of the week. Doggerel must not be written. See *A Senior English Grammar*, pp. 166-179, but metres of poems under "Literature" should be followed.

### English Grammar. (See N.B. 3.)

Parse and analyse, each week, from a book of poetry and of prose, making progress each term (see *A New Junior English Grammar*).

First year: *A New Junior English Grammar*,\* by R. B. Morgan (Murray, 2/-), pp. 65-94, with additional exercises from Morgan's *Exercises in English Grammar*\* (Murray, 1/9). Second year: *A Senior English Grammar*,\* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 9-41.

### Literature (including holiday and evening reading).

*The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 420-489. Shakespeare's *As You Like It*\* (Blackie, Plain text, 6d.). Palgrave's *Golden Treasury*\* (Macmillan, 3/6): contemporary poets: Dryden, Gray, etc. (1689-1756). Scott's *The Pirate*\* (Nelson, 1/6). Read poems of four poets from *Poems of To-day*, Vol. I. (Sidgwick & Jack-

### English History.

Arnold-Forster's *A History of England*\* (Cassell, 8/6), chapters 58-65 (omit ch. 61), pp. 541-641 (1689-1756). Begin a chart of the 18th Century (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (*Times Office* direct, 6/- a year).

### General History.<sup>1</sup>

*A First History of France*,\* by L. Creighton (Longmans, 5/-), pp. 212-223 (1689-1756).

*Readings from Indian History*,\* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 26-53 (B.C. 560-280).

Keep a Book of Centuries\* (P.N.E.U. Office, 1/9, or, better, 2/6, see new illustrated leaflet by Miss Bernau, 6d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). Visit British Museum or local museum: *Footprints of Early Man*, by D. A. Mackenzie (Blackie, 3/-), pp. 1-36.

<sup>1</sup> Overseas members see special leaflet.

### Citizenship.

*Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 1-23. North's Plutarch's *Lives: Tiberius and Caius Gracchi* (Cambridge Press, 3/6). *Hellas, the Forerunner*,\* by H. W. Household (Dent, 3/6), chapters 10-12, inclusive. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

### Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

*Ambleside Geography Book IV*,\* (Kegan Paul, 4/-), pp. 1-53 (Europe, France). *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 1-45. Geikie's *Physical Geography*\* (Macmillan, 1/9), sections 1-39. Philip's *Modern School Atlas of Physical, Political and Commercial Geography*\* (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).



**Natural History and Botany.<sup>1</sup>**

*Winners in Life's Race*,\* by A. Buckley (Macmillan, 6/-), pp. 240-279. *The Study of Plant Life*,\* by M. C. Stopes (Blackie, 6/-), pp. 1-34. *The Fairyland of Science*,\* by A. Buckley (Macmillan, 6/-), pp. 195-213. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/-, interleaved 1/9, see *Home Education*, pages 54-55), with flower, bird and insect lists, and make daily notes. For out-door work, some special study suitable to season and climate, e.g., preparation of animals for their winter sleep; the following may be used, *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6), *The Changing Year*, by F. M. Haines (Wadsworth, 3/-). *Toadstools* (S.N.S.U. leaflet No. 21, 2½d.).

<sup>1</sup> Overseas members see special leaflet.

**General Science.**

Fournier's *Wonders of Physical Science*\* (Macmillan, 2/6), chapters X.-XIII., inclusive. *The Health Reader*,\* by W. Hoskyns-Abraham (Cassell, 3/-, 1927 edition), pp. 66-96, 206-221, may be taken instead, by children not continuing the work in Form IV.

**Picture Talk.**

Study, describe (and draw from memory details of) six reproductions\* of pictures by Rubens (P.N.E.U. Office, 2/- the set): see the special notes for teachers in the *Parents' Review*, September, 1928, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

**French.<sup>1</sup> (See N.B. 3.)**

*Nouveaux Pas en Français*,\* by M. Chapuzet and W. Daniels (Harrap, 2/6), pp. 67-115, with grammar and exercises, or (more advanced) *L'Enseignement Littéraire du Français*,\* by J. Molmy, Part I. (Hachette, 2/6), Lessons 1-6. Read from and narrate *Les Malheurs de Sophie*,\* by Mme. de Ségur (Hachette, 2/-, Bib. Rose), chapters 1-7, inclusive; or, Dumas' *Histoire de mes Bêtes*\* (Blackie, 6d.); parse two pages.

Read several poems and learn one from *Recueil de Poèmes*,\* by J. Molmy, Vol. II. (Blackie, 6d.).

**Latin. (See N.B. 3.)**

*A Latin Book for Beginners, A Preparation for the Reading of Latin Literature*,\* Part II., by M. C. Gardner, M.A. (Oxford Press, 1/6), §§ 1-13.

Beginners, use *A Latin Book for Beginners*, Part I.

**German.<sup>1</sup> (See N.B. 3.)**

*Primary German Course*,\* by O. Siepmann (Macmillan, 4/-), Lessons 7-9, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

**or, preferably, Italian.<sup>1</sup> (See N.B. 3.)**

*Practical Italian Grammar*,\* by J. L. Russo (Harrap, 4/6), pp. 1-38.

**Arithmetic. (See N.B. 3.)**

Pendlebury's *New Shilling Arithmetic*,\* (Bell, 2/3), pp. 100-113, or continue. Quick mental exercises. Revise back work; examples may be taken from Ballard's *Fundamental Arithmetic*, Book V., pupils, 1/1; teachers, 2/3 (University of London Press).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

**Geometry. (See N.B. 3.)**

*A Shorter School Geometry*,\* by H. S. Hall and F. S. Stevens (Macmillan, 4/6), pp. 43-56.

*The School Set of Mathematical Instruments* (P.N.E.U. Office, 2/-).

**Algebra. (See N.B. 3.)**

*A School Algebra*,\* by H. Hall, Part I. (Macmillan, 3/6), pp. 73-76, 89-91.

**Drawing.**

Teacher should consult: *Drawing for Children and others*, by Vernon Blake (Oxford Press, 6/-).

Illustrate two mottoes, proverbs, fables. Simple memory drawings. Colour studies, see *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), p. 145. Paint-box with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

**Music.**

Choose and learn a suitable composition by Debussy. Teacher may use *An Introduction to Music*, by H. E. Pigott (Dent, 3/6).

**Musical Appreciation.**

Debussy, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6), and see September *Parents' Review*, "Our Work." *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-). *Musical Groundwork*, by F. H. Shera (Oxford Press, 3/6), Term IV.

<sup>1</sup> Schools may substitute the national language.



### Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons; Psalms 45, 46, 47; choose a hymn. A scene from *As You Like It*, or, two poems from *The Golden Treasury*, or from *A Book of Verse*, chosen by H. Newbolt (Bell, 2/-).

### Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Scott's *The Pirate* (Nelson, 1/6). Bulfinch's *Age of Fable\** (Dent, 2/-), pp. 97-127. Swift's *Gulliver's Travels* (Dent, 2/-), or, Defoe's *Robinson Crusoe* (Dent, 2/-, or, Oxford Press, 1/3). For extra holiday reading: Stevenson's *Catriona* (Macmillan, 3/6, or, Nelson, 1/6).

### Singing.

*The Oxford Song Book*, Vol. II. (Oxford Press, 7/6), words only (2/-). Christmas Carols: *The English Carol Book*, by M. Shaw and P. Dearmer, Series I. and II. (Mowbray, 2/6 each). Three French songs, *The Folk Songs of France*, Book I. (Novello, 2/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.). *Ten Minutes' Lessons in Sight-Singing*, (Curwen, 3/-), lessons 50-52. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 35-38 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

### Drill, etc. (Choose new work.)

*Board of Education Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or, separate dances, music with instructions (direct from Messrs. Novello, 9d.). *Scandinavian Dances*, Series I. (Ling Association, 11d.). *How to Teach School Dances* (Evans, 4/6). Ex-students, House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Net ball, hockey.

### Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). *Needlework*, by M. T. Gifford (Nelson, 2/6). *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make six models. (Ex-students take House of Education models.). (Materials from Philip & Tacey Ltd., 69 High St., Fulham, London, S.W. 6). Make models from *The*

*Happy Little House (Die Vrolijke Huisje)*, by M. W. Spilhaus (Blackwell, 2/-). Make Christmas presents, e.g., cane baskets: *Useful Cane Work*, by R. M. Jacot (Charles, 3/6). Boys: make models from *Light Woodwork for the Classroom*, by W. J. Warren (Charles, 1/6), or, *101 Things for a Boy to make*, by A. C. Horth (Batsford, 5/-). Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

N.B. 1.—The work in Form III. lasts two years (average ages 12 and 13). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 2.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). Keep a record of work (see leaflet H.)

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of the books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age: also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5d. and 3½d. each, and Cambridge paper for Examination, 1/- for 4 quires (not less) single, double lines (two rulings) and squares; special clipped book post envelopes 3 for 4d. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ¼ inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/- and 2/6 silk). P.U.S. Monogram Badges (8½d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Blazers, 21/6 each. P.U.S. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.



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Motto: "I am, I can, I ought, I will."

FORM III.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. "See, I have set thee over all the land of Egypt." On what occasion were these words used? Describe one incident which brought Joseph to this position.  
2. How was his mission made known to Moses on Mount Horeb, and how did he receive it?
- II. 1. Describe the healing of the cripple at Lystra. What effect had this miracle on the townspeople?  
2. Give the substance of St. Paul's address before the Areopagus, Athens. What do you know about his audience?  
3. "Who is my neighbour?" Give our Lord's answer, and show how it affects each one of us.

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

Scott's *The Pirate*, chapter X., fourth paragraph, "It was a mild . . . instant under it."

Composition.

1. Write in prose, or verse, upon "Alexander," "Minerva," "St. Francis Xavier," "Fairy Rings," "A Hunt in the Ice Age."  
2. "Norna" and "Jaques"; "Claud Halcro" and "Touchstone"; "Brenda" and "Rosalind"; "Gulliver" and "Robinson Crusoe"; meet and talk. Give one of the conversations.



#### English Grammar.

1. Analyse, parsing the words in italics,—  
I *set her* on my *pacing steed*  
And nothing else saw all day long,  
For *sidelong* would she bend and sing  
A *faery's* song.
2. (Second Year.) Make a table of the principal Tenses of the verb *to move* in the Indicative mood.
3. What do you understand by an anomalous verb? Write notes on five of them,
- or, 2. (First Year.) Make three sentences containing verbs in the Active voice and turn them into the Passive voice. State the tense, number, person and subject of each verb in the Active Voice.
3. Make five sentences containing a noun, or pronoun, in the Dative Case.

#### Literature.

1. Give some account of Defoe and his work.
2. Describe a scene from *As You Like It* which takes place in the Forest of Arden, quoting lines from Shakespeare where you can.
3. Write (not more than a page) what you know of one of the following,—“Gulliver in Lilliput,” “The Journal to Stella,” “The Tatler.”

#### English History.

1. Write an account of Robert Walpole and his work as Prime Minister.
2. Describe the rebellion of “the ‘Fifteen,” its success and failure. Dates.
3. “The Stuart Period . . . is to be remembered as a time when very great and important changes were made in the form of government of this country.” What do you know of two of these?

#### General History.

1. Give some account of the miseries of the French people during the reign of Louis XIV.
2. Give a short account of Buddha. What was his teaching?
3. Give from memory twelve important dates from your history chart. Say to what event each refers, and write notes on two of the events.

#### Citizenship.

1. Describe the work of two “esquires of the body” (appetites), and show that these esquires must be servants, not masters, in Manson.

2. “Go tell the Spartans, thou that passeth by,  
That here obedient to their laws we lie.”  
If you were a “passer by” what description of the battle of Thermopylae would you take to Sparta?
3. Describe, (a), one law, and, (b), one action which won for Caius Gracchus “great love and commendation.”

#### Geography.

1. Make a rough sketch-map of a train journey from Berlin to Constantinople, showing the countries, cities, rivers, mountains would see.
2. What account can you give of the shape and size of the Earth?
3. Write short descriptions of two of the following,—(a), Paris, (b), Caen, (c), Rouen, (d), Brittany, (e), a Vintage, (f), the Pyrenees.

#### Natural History and Botany.

1. Describe and contrast the monkeys of, (a), the Old World, (b), the New.
2. Explain “plants require food just as animals do,” and show how they make this food. Describe an experiment to show that leaves give off water.
3. Describe, (a), the work that goes on in a beehive, or, (b), six of the toadstools you have found this term. Drawings.

#### General Science.

1. Give an account of the invention of the telephone. What difficulties had the inventors to overcome?
2. What is the history of the name in “Ediswan” lamps?
- or, 1. What do you know about the work of the skin? Diagrams.
2. How is it that clothes keep us warm? Give some directions for suitable clothing.

#### Picture Study.

Describe “A Landscape,” by Rubens.

#### French.

1. Describe, in French, an incident from (a), *Les Malheurs de Sophie*, or, (b), *Histoire de mes Bêtes*.
2. Make three sentences about Girl Guides and Boy Scouts, using the *Passé Historique* tense, and three using the *Plus-que-parfait*.
3. Write, in French, an answer to a letter which invites you to a Christmas party.
- or, 2. Translate p. 9 of *L'Enseignement Littéraire du Français*, “I must tell you. . . Here they are!”
3. Read *Mes Chats* (p. 3), and make up six French questions about it from memory.



Latin. Write the

1. What are the three participles of "scribo"? Write the meaning of each.
2. Translate (1) We come to see the king. (2) The lamb which the shepherd is carrying fears the wolf. (3) They sent messengers to tell the story to the king.
3. (a) Translate from *A Latin Book for Beginners*, Part II., § 9, paragraph 1 (Insula . . . in Britanniam). (b), Read again the Latin of § 9, paragraph 1, then write a narration in Latin.

German.

1. Write a description of the picture on p. 31 (Siepmann).
2. Make five German sentences, using the prepositions *an*, *auf*, *hinter*, *über*, *vor*.
3. Translate p. 175 (Siepmann), IV., sentences 10-14,

or, Italian.

1. Name ten things in your schoolroom, and write sentences in Italian about five of them.
2. Translate Exercise D, p. 30 (*Practical Italian Grammar*), "I am reading . . . John."

Arithmetic.

1. If  $3\frac{1}{2}$  lb. of sugar cost  $2\frac{1}{4}$  find the cost of one cwt.
2. Divide £8 : 16 : 0 between two persons so that one gets twice as much as the other.
3. If 6 men take 5 days to do a piece of work, working 7 hours a day, how many days would 8 men take if they work  $7\frac{1}{2}$  hours a day?

Geometry.

1. Prove that if two straight lines cut one another the vertically opposite angles are equal.
2. Prove that the three angles of a triangle are together equal to two right angles.
3. Make a diagram of a clock-face, showing the angles between the hands at (i.) four o'clock, (ii.) half-past seven. How many degrees are there in each of these two angles?

Algebra.

1. Solve the equation:  $5x - \{2 - 3x + 4(1 - 2x)\} = 10$ .
2. Divide 24 into two parts such that 3 times the greater is equal to 5 times the smaller.
3. Solve the equation:  $5x + 3 = 1.25x - 6$ .

Painting. (All work should be done with brush and in colour.)

1. A colour study of fruit on a dish.
2. Illustrate a scene from *The Pirate*.

Musical Appreciation.

What compositions from Debussy have you heard? Describe one of them.

Recitations. \*

Father to choose two Bible passages and a poem, or, a scene from *As You Like It*.

Reading. \*

Father to choose a poem and a leading article from a newspaper.

Music. \*

Examine in work done.

Singing. \*

Father to choose an English, a French, and a German song, and three exercises.

Drill. \*

Report progress.

Work. \*

Outside friend to examine. List of handicrafts completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 10th. Papers to be posted on Saturday, 15th, *with no other enclosure*. Schools may send in papers up to December 22nd.

N.B. 2.—Subjects thus indicated (\*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B. 4.—Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.